|  |  |  |
| --- | --- | --- |
|  | Date Received |  |
| Receipt Acknowledged | Yes/No |
| Date Circulated |  |
| Circulated to: |  |
| School Head and Programme Manager | Yes/No |
| Chair AQSC | Yes/No |
| Expense Claim Received | Yes/No |

Report of an External Examiner for an Undergraduate or

Taught Post-Graduate Degree

All reports must be submitted to the Academic Registrar via email to quality@rau.ac.uk within **4 weeks of the Examination Board meeting**.

All core modules are to be reviewed in addition to a percentage of elective modules as recommended by the programme manager. The aim is to review all elective modules at least once within a period of validation.

If there are two Externals per programme(s), this report should be completed jointly.

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| **External Examiner 1:** |
| **Title:** |  | **Initials:** |  | **Surname:** |  |
| **Institutional / organisational address:** |  |
| **Position within institution / organisation:** |  |
| **External Examiner 2: (where applicable)** |
| **Title:** |  | **Initials:** |  | **Surname:** |  |
| **Institutional / organisational address:** |  |
| **Position within institution / organisation:** |  |
|  |
| **Programme title(s) covered by this report** *[e.g. BSc (Hons) Agriculture]***:***(If this report covers several programmes please indicate where your comments refer to one programme in particular).* |
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| **Lists of modules to which the External Examiner(s) has been appointed:***(Please record any elective modules you have examined this year in addition to the core modules of the programme(s) listed above).* |
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| **Partner institution** *(for collaborative provision)***:** |
|  |
| **Academic year** *(e.g. 2020/ 2021)***:** |  | **Year of appointment:** |  |

**\*\*Please note:**

* **names of all students and staff should be omitted from this report, to maintain appropriate confidentiality;**
* **please ensure that any recommendations you wish to make are detailed at the end of the document in Section F.\*\***

**Section A – Role and responsibilities**

**The information in this section contributes to the University’s monitoring process.**

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| A1. Please comment on the specific External Examiner activities you have undertaken. E.g. did you attend the Examination Board, were you given the opportunity to visit the University and meet with students and staff other than immediately prior to the Exam Board? |

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| A2. To what extent has the University/School helped you to undertake your role effectively? E.g. were you given enough advance information about the programme(s), or changes made to the programme(s), to enable you to fulfil your role as External Examiner (see checklist within the External Examiner’s Handbook)? In addition to this, were you informed of any changes to University regulations during the academic year? |

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| A3. Please comment on the appropriateness and timing of information / student work provided. E.g. were you satisfied with the arrangements for approving draft question papers and arrangements to see an appropriate range of candidates’ scripts, coursework, projects, dissertations and any other work which contributed to the assessment for sampling purposes? |

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| A4. To what extent have the comments and recommendations made in your previous reports been appropriately considered and, where appropriate, acted upon? |

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| A5. Do you have any issues relating to the role and responsibility of the External Examiner? E.g. were you satisfied with the procedural aspects of the Examination Board, did you feel that your comments had an influence on the Board’s decisions and did you feel that you were properly consulted before the meeting took place? |

**Section B – Academic standards**

**The information in this section informs programme review and development at all levels within the University.**

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| B1. In your response to this section please comment on the following: * The aims, content, currency (e.g. professional relevance, preparation for related employment), coherence and development of the curriculum.
* To what extent the programme(s) reflects any additional Professional Statutory and Regulatory Body (PSRB) (for example, RICS) requirements (where relevant).
* To what extent there is appropriate progression within the programme from entry to graduation.
* To what extent the outcomes as written in the programme specification have been achieved.
* Whether the academic standards and the achievements of students are comparable:

(i) across the modules within the programme; and(ii) across similar programmes in other UK HE institutions of which you have experience.* Comment on the overall academic standard of the programme.
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**Section C – Assessment process**

**The information in this section contributes to School and programme based quality processes and informs programme review and development.**

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| C1. Please comment on the following regarding assessment: * Does the assessment process measure student achievement rigorously and fairly against the intended programme and module learning outcomes and is the assessment process conducted in line with University policies and regulations?
* Are the structure and design of assessment methods used appropriate for the subject, the students, the level of study and expected outcomes, and fair with regard to:

(i) the overall loading of assessment in relation to the number of credits awarded?(ii) testing that learning outcomes have been achieved for individual students?* Whether the generic University marking criteria and the specific assessment criteria for coursework and outline answers for exam questions are appropriate. E.g. are these set at the appropriate level?
* Whether the generic and specific marking criteria have been properly and consistently applied. Is marking of an appropriate standard, fair and reliable?
* The effectiveness of the moderation process.
* The distribution of marks within and between modules and, where applicable, whether the distribution of degree classification is comparable with those of similar programmes in other UK institutions of which you have experience.
* Whether the operation of the Examination Board and the procedures followed for determining awards were conducted in a fair and proper manner. E.g. were the Board’s discussions and decisions impartial and comprehensive? Were procedures governing mitigating circumstances, academic integrity and borderline performances considered fairly and equitably?
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**Section D – Student learning experience**

**The information in this section, about the various aspects of the quality of the students’ learning experience, contributes to School and programme based quality processes.**

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| D1. Please comment on the following: * Is the student learning experience comparable with similar programmes in other UK institutions of which you have experience?
* The quality of teaching and learning methods which may be indicated by student performance, with reference to resource issues if appropriate.
* To what extent the students were adequately prepared for:

(i) Examinations(ii) General coursework(iii) Dissertation.* The standard of written feedback and, where appropriate, verbal feedback, provided to students.
* The aspects of the learning experience that prepare the students for the world of work.
* If applicable, has supervised work-based learning been effectively organised, monitored and assessed?
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| D2. Please comment on the following with reference to student performance: * The depth and breadth of knowledge and level of skills demonstrated by the student performance.
* Any particular strengths or weaknesses of the students as a cohort.
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**Section E – Good practice and any additional comments**

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| Where appropriate, please comment on any particular strengths or distinctive or innovative features of the programme that would be worth drawing to the attention of external audiences, or anything else that is not been covered elsewhere in this report.  |

**Section F – Matters requiring action / response**

Please list any recommendations or actions arising from your report. Actions should be categorised as:

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| **1.** **Essential actions** (matters which, in your opinion, place academic quality and/or standards at risk and require an immediate response from the Head of School): |

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| **2.** **Advisable actions** (matters where threshold standards are met but, in your opinion, significant improvement could be made): |

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| **3.** **Desirable actions** (matters where, in your opinion, there is potential for enhancement): |

**Section G – Final year of appointment**

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| If this is your final year of appointment, please give an overview of the progress that has been made during your period of office as External Examiner and points to consider for the future to help inform the incoming External Examiner. Where there are two External Examiners for a programme(s), only the External Examiner in their final year of appointment should complete this section.  |

**Signed\*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_**

**Signed\*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_**

**\*If there are two External Examiners for the programme(s), both should sign.**